

SECTION B

5 Year Budget Option 1

LEA Application - School Building Level Information

MICHIGAN SIG COHORT V

APPLICATION COVER SHEET

COMPLETE IN ENTIRETY FOR EACH SCHOOL APPLYING FOR A GRANT

School Building Information

Legal Name of School Building: Detroit Collegiate Preparatory High School at Northwestern

School Building Code: 02778

Mailing Address: 2200 West Grand Blvd, Detroit, MI 48208

School Building Contact for the School Improvement Grant

Name: Kenyuano Jones

Position and Office: Principal of Detroit Collegiate Preparatory High School at Northwestern

Contact's Mailing Address: 2200 West Grand Blvd, Detroit, MI 48208

Telephone: 313-899-7370

Fax: 313 899-7373

Email address: kenyuano.jones@detroitk12.org

Kenyuano Jones
Building Principal (Printed Name)

[Signature]
Signature of the Building Principal

(313) 899-7370
Telephone

7/13/16
Date

Danita Holiman
Building Union Representative (Printed Name)

[Signature]
Signature of the Building Union Representative

313. 899. 7370
Telephone

7/13/16
Date

The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application

ASSURANCES AND CERTIFICATION: By signing this cover sheet, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications in **Attachment G**, and will comply with all state and federal regulations and requirements pertaining to this program. The applicant certifies further that the information submitted on this application is true and correct.

Identify the Intervention Model Used in This School:

- Transformation Model
- Turnaround Model
- Early Learning Intervention Model
- Evidence-Based Whole-School Reform Model
- Closure Model
- Restart Model

Intervention Model: Turnaround

Identification Status of the School (Priority or Focus): Priority

NOTE: Narratives should follow the sequence of the grant application.

1. Analysis of Need

When preparing responses, the school should consider evidence of need by focusing on improvement status; all core content achievement results, as measured by the state and local assessments, poverty level, graduation data, extended learning opportunities, special populations, etc. Refer to the School Data Analysis, EdYES! Report, and results of the Data Dialogues facilitated by the Intervention Specialist (IS) or District Improvement Facilitator (DIF). Consider how subgroups within the school are performing and possible areas to target for improvement. The narrative should include, at a minimum:

- Identified data source(s)
 - Relevant student achievement data
 - Connection(s) to student achievement data and targeted areas of improvement.
- a. Based on the information above, describe the school and LEA's method and rationale for how and why the implementation activities of the selection intervention model were identified. **(maximum length 1 page)**

The principal, staff, parents, and community members of Detroit Collegiate Preparatory H.S. @ Northwestern (DCP @NW), a priority school, were involved in completing the comprehensive needs assessment. The School Improvement Team met monthly with all stakeholders to revisit or revise the comprehensive needs assessment to reflect current goals for the school. It is an ongoing process that analyzes all four data points including achievement, demographic, perception, and process data. Achievement data was conducted over time using multiple measurements: NWEA Map, SAT and ACT Workkeys. The school has chosen to implement a systematic, Turnaround approach targeting the following areas for immediate improvement: Reading and Writing Across-the Curriculum, Mathematical Understanding and Climate and Culture with a focus on dropout prevention.

ELA: 8.2% of all students scored at or above proficiency on the state's required reading assessment, leaving a 41.1% gap between our school's proficiency rate and the state's proficiency rate of 49.3%. **Goal:** All students at DCP@NW will become proficient readers and writers. **Reading:** The data points analyzed identified the

following deficiencies: author's craft and structure; understanding point of view in narrative text; understanding themes; and, making connections to the real world as presented in informational and narrative text, as the primary cause for the gap in reading. **Subgroup:** Improvement will focus on the bottom 30%. **Writing:** The data points analyzed identified the following deficiencies: establishing clear relationships in arguments or argument among the claims, counterclaims, reasons and evidence as the primary cause for the gap across all groups. **Subgroup:** Improvement will focus on the bottom 30%.

Mathematics: 1.2% of all students scored at or above proficiency on the state's required mathematics assessment, leaving a 27.3% gap between our school's proficiency rate and the state's proficiency rate of 28.5%. Based on the analysis of the afore-mentioned data sources, DCP@NW has concluded that in the area of Numbers and Operations we will strongly emphasize: multi-digit multiplication; solving equations; and, identifying algebraic patterns as the primary cause for the gap across all groups in mathematics. **Subgroup:** increased focus on the bottom 30%. Our goal for mathematics is that all students at DCP@NW will advance basic understanding and become proficient in mathematics.

Our school improvement team is comprised of the following entities: students; parents; community partners -John Hopkins Diplomas Now (Johns Hopkins Talent Development (JHTD), City Year, and Communities In Schools), Wayne RESA; businesses and university partners - Central Michigan Upward Bound, Wayne State University C2 Pipeline. Based on the analysis of all four points of data, the school improvement team which represents the afore-mentioned stakeholders support the turnaround efforts by disseminating information to students, parents, and the community through regular Parent Teacher Conferences, Parent Advisory Council on Student Achievement(PACSA), Title 1 meetings, monthly board meetings, and political connections. The stakeholders conducted monthly meetings that consisted of data analysis and collaborative discussions about research based best practices to increase student achievement. A consensus was reached regarding critical issues related to the needs of the school. When fundamental differences occurred a democratic process of extensive collaborating allowed all parties to voice concerns toward a unified decision.

There has been a change in leadership for the past three years; however, the majority of staff has been in place. The data illustrated that student achievement has not increased. Therefore, the Turnaround Model was selected to provide greater flexibility in staffing decisions and scheduling to alter the trend of low performance while directly impacting teaching and learning, leading to increased student achievement. The plan was designed to reflect coherence and alignment of strategies and interventions across content area and grade levels to increase student achievement. The principal will be able to select staff that shows strong interest and passion for implementing the plan with fidelity.

b. Describe the LEA's process for involving parents and the community in selecting the reform model. **(maximum length 1 page)**

The comprehensive needs assessment analyzed demographic data such as: enrollment, special needs population, attendance data, course performance and discipline data. The demographic data was retrieved from Mi-Star, mischooldata.org, detroitk12.org, along with the John Hopkins University Transformation Work Plan, Early Warning Indicator (EWI) Plan, and Instructional Learning Cycles (ILC). Perception data was captured through parent, student, and staff surveys. Action Plans were developed, reviewed and reevaluated monthly during the Staff, Teacher Team or Content Team meeting to survey staff concerns and develop a plan to solve the issues that

were determined to be a staff concern. Teachers participated in surveys conducted by the partner provider John Hopkins University, Essential-5 as well as in-house surveys. Student surveys (i.e. Essential-5, Talent Development) were taken during student advisory hours and after student activities or field trips. Parents were directly involved through surveys, which were given during parent teacher conferences and Parent Advisory Council on Student Achievement (PACSA) meetings. The surveys focused on the parents' perceptions of overall school culture and climate. During the annual Title I meeting, the principal and data team met with parents and identified the areas of strengths and deficiency for students based on NWEA-MAP. During the meeting, information and data was explained to inform parents where students should be in relation to the testing standards and the interventions that were planned at the school wide level to address student deficiencies. A bulletin board with current data from assessments, attendance, and course performance was displayed on each floor of the school with charts and graphs with updates of overall student achievement. The purpose of the data walls and bulletin boards was to keep parents, students and community partners informed of student progression. Teachers displayed data walls in their classroom to provide students with information of their academic level in their class. Teachers also used the displayed data to review and discuss students' academics with parents during parent conferences.

The School Improvement Team reviewed the School Systems Review (SSR). The process data analyzes instruction and learning, implementation of the core curriculum, teacher effectiveness, and classroom management practices, as well as building climate and culture. Through one hour, monthly school improvement meetings that consisted of data analysis and collaborative discussions with all stakeholders, consensus was reached regarding the critical issues related to the Comprehensive Needs Assessment. Stakeholders were solicited via calls to homes, flyers and direct recruitment during open houses, parent teacher conferences, association meetings, and monthly partner meetings. Parents were directly involved through the data review during the PACSA meetings which the test coordinators explained and went over assessment results. There was also time set aside for question and answer session to further help parents understand assessment results. There were handouts that were given to parents and community members attending the meeting written in parent friendly language illustrating assessment results to further assist parents and the community. Parents and community members were recruited and invited by the building principal to participate and provide input through various sources. Members were involved through the use of surveys, focus group questions, and discussions to get feedback on the desired reform model to support the needs of the comprehensive needs assessment. Input and guidance was solicited and collected during PACSA meetings where each of the reform models were highlighted and parents and community members were asked to give input about the model that would best address needs of our students and be aligned with district and building initiatives.

DCP@NW and the district will continue to meaningfully engage families and the community in the implementation of the reform model on an ongoing basis that will include parent portal, parent network and parent family night, as well as, the parent resource center at various schools within the district.

2. Baseline Data (Attachment A)

Complete the baseline data worksheet.

3. Intervention Model – provide narrative on the following:

a. Describe in detail the appropriate interventions that will be implemented for the selected reform model using **(Attachment B)**.

- b. Describe how the school, to the extent practicable, will implement one or more evidence-based strategies in accordance with the selected SIG reform model.
(maximum length 1 page) (Additional strategies are included on **Attachment B**)

Multi Tiered Systems of Support: Staff will receive training to ensure that students are receiving high quality instruction and interventions based on data. The teacher monitors student progress frequently to make changes in instruction or goals. The result is a well integrated system of instruction/intervention guided by student outcome data. Additional and appropriate interventions will be levied based on students' performance data and work samples. Tier I decisions are based on the overall data identifying concepts that a vast majority of the students did not successfully master. It is intentional instructional practices delivering a research based core curriculum. Tier II students are assigned based on analyzed data and teacher professional judgment to ensure students receive the identified intervention for student growth to occur. Effective interventions also require more explicit instruction, such as instruction that is focused on critical content, is highly organized, and provides frequent opportunities for student responses and practice (Archer & Hughes, 2011). Tier III students receive highly individualized tailored interventions for intensive support to meet established standards. MTSS was also selected because it addresses the behavior needs of all students.

Professional Learning activities will include data analysis, targeting instruction with the focus on strengths and weaknesses correlating to national standards for NCLB- ESSA and meeting AYP. Other professional learning activities include reading assessment reports, utilizing pacing charts, alignment of the curriculum to the content expectations, best practices and teaching to all modalities of learning. Teaching will be tailored to meet all ability levels with extensive skills practice, real-life connections, hands-on projects and study aides, investigation, exploration, and explanation. Therefore, students will gain the understanding and confidence they need to improve their performance.

READING:

Tier I - Strategies for ALL students: Teachers will differentiate instruction of informational and narrative text to increase the reading comprehension of all students.

Tier II - Intervention Strategies: Teacher will use flexible grouping to promote a deeper understanding of informational and narrative text.

Tier III - Intensive Intervention Strategy: Teachers will provide increased instructional time to improve proficiency in the areas of informational and narrative text for students furthest from targeted group. Resource Coordinating Team (RCT) will address students at this level to identify additional concerns impacting learning.

WRITING:

Tier I - Strategies for ALL students: Teachers will differentiate instruction to produce persuasive writings, which will increase the writing abilities of all students.

Tier II - Intervention Strategies: Teacher will use flexible grouping to produce persuasive writings, which will increase the writing proficiency of students with writing difficulties.

Tier III - Intensive Intervention Strategies: Teacher will use flexible grouping to produce persuasive writings, which will increase writing proficiency. RCT will address students at this level.

MATHEMATICS:

Tier I - ALL students: Teachers will differentiate instruction to increase the understanding of basic concepts to increase mathematical skillsets .

Tier II - Intervention Strategies: Teacher will use flexible grouping to promote a deeper understanding of basic concepts to increase mathematical skillsets. Also use Carnegie Math software to increase student achievement.

Tier III - Intensive Intervention Strategy: Teachers will provide increased instructional time to improve proficiency of basic concepts to increase mathematical skillsets. RCT will address students at this level.

In order to monitor progress, frequent walk-throughs for data collection will occur. Staff will receive feedback in a timely manner. The collected data will guide the discussions and outcomes of the ILC to build capacity. DCP @ NW will work with community partners and parents to provide strategies for caregivers to support students beyond the school day.

- c. Describe how the implementation of the SIG will be evaluated for effectiveness.
(maximum length 2 pages)

Detroit Public Schools Community District (DPSCD) has an effective team that provides support in the area of grant management, program evaluation, and monitoring. The central office has developed accountability measures that are consistent with grant mandates and ensures compliance at all levels. Stakeholders at all levels will be engaged to support and provide feedback on the various metrics associated with the grant. The DCP @ NW team will ensure that stakeholders at all levels are familiar with the goals and objectives of the grant. The team will ensure transparency in its reporting to maintain the confidence of all stakeholders that the grant components are being implemented with fidelity.

DCP@NW has identified the following as major areas for improvement Reading and Writing Across-the Curriculum, Mathematical Understanding and Climate and Culture with a focus on dropout prevention. In evaluating the effectiveness of the SIG implementation, we will focus on these key objectives.

Detroit Collegiate Preparatory High School @ Northwestern evaluation of the SIG will be both formative and summative in order to provide information that can be used to improve and enhance the SIG interventions, and determine the effectiveness of the Turnaround model. The evaluation will document the effectiveness of each component of the Turnaround model and determine how each component is contributing to the overall success of DCP@NW.

Collecting and analyzing data, combined with reflective review of causes and consideration and implementation of solutions, will be the core work of the teams. They will utilize data from benchmark and short cycle assessments, classroom walkthroughs, peer observations, analysis of student work products, surveys of staff, students and community, and the observations of external observers with expertise in core areas. Team leaders will be the primary conduit for bringing cohesion to development and implementation of targeted solutions.

The various metrics for evaluation will include: The academic and behavior baseline data submitted on the Baseline Data document will be used to document student growth. DCP@NW will analyze data generated through surveys, forms, questionnaires, and focus groups provided by students, teachers, staff, parents and community to determine how the program is implemented from the turnaround strategy. The school will examine the relationship between the Turnaround model, school achievement, and student achievement results. Consistent and timely evaluation of the effectiveness of the SIG implementation with fidelity of the grant will occur on a weekly basis. DCP@NW will revisit the SIG at least bi-weekly to determine the extent to which the program has been implemented and to determine if each strategy was implemented as intended.

The implementation of the SIG will be analyzed through walk-throughs, by teacher peer review, during PLC meetings, and the principal or assistant principal observations. Leadership Team Cabinet meetings will also be held to determine the fidelity of the SIG. During the meetings the cabinet will determine when and how the funding is being implemented.

Through the school improvement diagnostic the SIP will also be used as an evaluation tool to measure effectiveness. If found not to be effective, the school improvement team will research and implement best practices to learning challenges and barriers. On going, job embedded professional development will be utilized to increase professional instructional practices and skill sets.

The following individuals are responsible for continuously monitoring and evaluating the overall effectiveness of the SIG: **(See Table 1)**

MDE	SIG Monitor
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District Level	Network Leaders SIG Monitors Deputy Network Leader Grant Compliance
Building Level	Mr. Kenyuano Jones – Principal SIG Coordinator – TBD Teachers Students Family, Post Secondary and Comm. Partners

(Table 1)

d. Title VI Rural Schools Element Modification

- i. If the LEA receives rural school funding Title VI, it is allowed to modify one element of the transformation or turnaround model. Indicate which element the school will modify, and describe how it will meet the intent and purpose of the original element. NOTE: this modification does not apply to the other models. **(maximum length 1 page)** If the LEA does not receive Title VI rural school funding, mark section 6.d as "N/A." **N/A**

e. Describe how the school and district will meaningfully engage families and the community in the implementation of the reform model on an ongoing basis.

DCP@NW and Detroit Public Schools Community District (DPSCD) will meaningfully engage families and the community in the implementation of the Turnaround Model on an ongoing basis. DCP@NW has a new image, a new name and a new vision. DCP@NW will continue to foster a learning environment that is data driven, with stakeholder collaboration and a relevant and rigorous curriculum. We hold a strong partnership with the 10th precinct as well as local churches and neighborhood block associations. All these partnerships take a part in the decision making process of the school with respect to learning. Numerous partners have a role on various school committees such as the School Improvement Team and PACSA. These stakeholders were given opportunities to provide input to the redesign plan application through special meetings, communications, and special events. We will continue to communicate and collaborate with all stakeholders to best service all families by soliciting and valuing their input to decisions impacting the school operations and student achievement.

The community has demonstrated the ability to be visible throughout the school day by committing to their partnership with the school. Presently, some of the partnerships include Detroit Rising Governing Council, New Center Community Mental Health Services, DPS Police Department, Detroit Parent Network, Henry Ford Health Systems, WC3, Upward Bound (CMU), Gear Up (WSU), C2 Pipeline (WSU), and PACSA. These partnerships provide support not only for the school, but the SIP, the Turnaround Model, and all curriculum initiatives; such as, how to use appropriate research strategies to promote an environment for improved student achievement.

Along with community input and commitment, staff and Talent Development will provide valuable support and expertise with SIG considerations. Staff (through school improvement team, content teams,

Early Warning Indicators (EWI) meetings, staff meetings) provided data analysis; were informed as to SIG progress, and made recommendations for the three year SIG implementation. Talent Development Secondary provided 20+ years of researched-based practices along with a fully engaged team of reform experts with SIG development.

We will implement research-based, best teaching practices aimed at promoting student growth. Continuous efforts are made to address the best possible strategies to increase student achievement. Decisions about curriculum were led by the curriculum leaders and teachers. The forum for discussions and decisions were made collaboratively during the school day, staff meetings, and content grade level meetings in the professional learning communities setting. The designing and formulating of test taking strategies and positive test performances is incorporated across the curriculum. Our academic curriculum framework is a comprehensive program that horizontally and vertically aligns content and application skills for students. Content area and application skills begin at a concrete level and progress in developmentally appropriate steps.

Data is analyzed by the data team and provided to the guidance and counseling department and support staff to assist with addressing cultural, behavioral, and social areas. There is also a focus on college and career readiness. All stakeholders agree real world applications and technology should be interwoven with the academic components. All students will be prepared to exceed the demands of the twenty-first century via these college and career readiness standards.

Communication is and will continue to be ongoing with all stakeholders at all times through various modalities. Teachers will continue to provide progress reports and parent letters where recommendations, practice, praise and individual feedback focused on strengths and growth opportunities are shared. Assessments are also made through attendance reports, quizzes, tests, pre/post tests, report cards, and teacher feedback. Test reviews (district and state mandated assessments and evaluations are also made at parent/ teacher conference where AYP reports and FTE reports and narrative reports can be shared. IEP and transition plans, formative and summative assessments also communicate progress and identify strengths and weaknesses. A letter sent home to parents describing the school progress, a reference to the web for more information and through a graphic interpretation report that shows the school's progress with achievement.

4. Resource Profile

- a. Describe how the district will leverage state and federal funds and coordinate resources to implement the selected intervention model. As you develop your response, consider how SIG funds will be used to supplement and support other funding resources such as general funds, Title I, Part A, Title II, Part A, IDEA special education funds, and Michigan Section 31a At-Risk funding. **(maximum length 1 page)**

DPSC, formerly Detroit Public Schools (DPS) has an established track record of maintaining resources (i.e., local, state, federal, and other) in order to ensure implementation fidelity and effectiveness. The SIG funds will be used to supplement and support other funding sources providing schools with additional personnel and programs to help with reform efforts. An example, Title I provides additional resources to students who are in jeopardy of not meeting state standards. At the school level, using leveraged funds (ie. SIG, Title I, Title 31A,

and Title 2 funds), the district will continue to work with the established leadership team of DCP@NW. The team consists of the following roles: **(Refer to Table 2)**

Role	Responsibility	Funding
Dean – Smaller Learning Communities	The administrators will be responsible for leadership development and targeted one-on-one mentoring. They will participate in all teacher professional development.	General Fund, Title 1
SIG Data Coach	Assist in capturing and reporting of data in a way and on a timeline that allows teachers to use the data to improve instruction. Facilitate data dialogues to analyze, interpret, and utilize data to guide instructional practices in the MTSS.	Sig, Title 1
Instructional Specialist Lead teacher	In the Academic Core Areas and each Smaller Learning Community, focus on improving mathematics, science, ELA and social studies knowledge, skills and teaching practices that will work hand-in-hand with the literacy coach provided by the district to improve student basic knowledge and skills via cross- curricular collaborations.	Title 1 General funds
College Transition Advisor	Provide students with the information and support needed to pursue higher education and/or careers based on state standards for college and career readiness.	General funds

Table 2

Organizational funds will be provided to support:

- Common Planning Time for all teachers embedded within the master schedule.
- Focused professional development time for all educators in the building: Four hours of extended professional development time which includes extending staff meetings by one hour for additional collaboration and Saturday workshops to discuss data that drives the curriculum. An annual teacher summer institute (in two parts, three days in June, two days in August)
- Accelerated Academies for students: focused student intervention just prior to the high stakes state exams (in addition to any regular intervention practices)
- Student Summer Bridge: Students will attend a 3 week program that transitions them from middle school to high school.
- Year-long Senior Seminars and Leadership classes which help students with projects to transition between high school, the world of work and higher education.

Personalization is achieved in three ways:

1. Through the development of high-functioning smaller leaning communities in an existing school building.
2. By building the capacity of each and every person in the school to “get the work done” through very structured professional and leadership development plans.
3. By developing a culture in which the teaching and learning process focuses on individual student growth and achievement and thus drives everything that happens in the building (i.e., if it doesn’t improve teaching and learning, we don’t do it).

b. The MDE requires the district to have three SIG- funded positions **working at the building level** as a condition of receiving the grant. These positions are:

1. The SIG coordinator
2. Data coach

3. Family liaison coordinator/director
- ii. The school principal or assistant principal cannot perform any of the duties outlined above.
- iii. The **recommended** Full-Time Equivalencies (FTEs) for each of these positions are based on the enrollment on each school. These are detailed below:
 1. Building enrollment of 250 students or less: should not exceed 0.5 FTE per position.
 2. Building enrollment of 251 to 500 students: should not exceed 0.7 FTE per position.
 3. Building enrollment of 501 or more students: should not exceed 1.0 FTE per position.
- iv. Districts applying for multiple schools may combine FTEs. For example:
 1. Two buildings with enrollment of 250 or less students are applying. They could have:
 - a. 1.0 FTE SIG coordinator to cover both buildings.
 - b. 1.0 Data Coach to Cover both Buildings.
 2. These are examples only. The school and district must decide how best to leverage the recommended FTEs to meet their unique needs.
- v. In a single building, any of the three positions may be combined at the building level. For example:
 1. One individual could be 0.5 FTE as the SIG coordinator and 0.5 FTE as the Data Coach.
 2. This is provided as an example only. The school and district must decide how best to leverage the recommended FTEs to meet their unique needs.
- vi. Describe how these positions will be operationalized, how they will be funded, how the appropriate FTEs will be assigned at the school level, and how they will support the SIG. **(maximum length 2 pages)**

NOTE: SIG positions **funded at the building level may not be duplicated** at the **district** level. Some district costs for oversight of the SIG are allowable. See LEA level application for more information.

1: SIG Coordinator Position Description- The SIG Coordinator will supervise, coordinate and monitor the implementation of the School Improvement Grant and the reform model requirement as outlined in the grant and serve as a liaison between DPSCD and the Michigan Department of Education (MDE). The SIG Coordinator will work directly with selected external providers to ensure contracted services are implemented and evaluated on an on-going basis in order to provide immediate feedback for program modifications. He/She will work closely with the Office of State and Federal Programs and Procurement and Logistics to manage contracts, purchases and expenditures related to the SIG initiatives. The SIG Coordinator will ensure that professional development is planned, implemented, and monitored to directly support the school staff and student achievement. The Coordinator will also provide weekly updates to the Principal and Network Leader on grant activities and achievement data. She will prepare mandated reports for MDE and U.S Department of Education while working

closely with the MDE SIG Monitor to ensure that the grant is implemented with fidelity and the school remain compliant. Funds will be allocated for central office assignment. A .50 FTE will be assigned to this position.

2: SIG Data Coach Position Description- The Data coach will gather, display, analyze and interpret data to ensure data driven decisions are being made. The Data coach will be responsible for presenting data to the administrative team once a week and to the staff, PACSA and community once a month by attending and being on the agendas at regularly scheduled meetings. The Data Coach will visually display user-friendly data throughout the building. The data will consist of, but is not limited to, Test Scores, Letter Grades, Credit status, Behavioral and Attendance reports. The data coach will also be a member of the Instructional Leadership Team; as well as, the student retention and recruitment team with their contribution being to research some of the best practices that has shown an increase in achievement for identified areas. A .50 FTE will be assigned to this position.

3: SIG Family Liaison Director/Coordinator- The Family Liaison Coordinator/Director will organize and recruit family support. The Family Liaison Coordinator/Director will be responsible for resources to ensure that the families of the students are in a position to contribute to the educational process. Health fairs, food drives, and clothing drives will increase opportunities for the school to respond to the changing needs of the community. The Family Liaison will improve access to community resources, state agencies and service providers by removing barriers to access. The Family Liaison will be culturally sensitive to our population while assessing and servicing their needs. They will support the work of the SIG by implementing viable practices which support creating a climate of college and career ready students. A 1.0 FTE will be assigned to this position.

c. The district may choose to employ staff or contract for mental health services to support SIG receiving schools.

- i. Indicate whether or not the school will provided mental health services.
- ii. If providing these services, indicate if the services will be provided by a staff member or if the district will contract for the services.

NOTE: Contracted mental health services should be for an amount that is in line with the FTE requirements based on enrollment outlined in 3.b.iii above (i.e. the school enrollment is 250 or less, so the amount for the contracted service must be equal to or less than what it would cost for 0.5 FTE of an employee performing the same service).

- iii. Describe how this work will be operationalized, how it will be funded, how the appropriate FTE will be assigned at the school level, and how it will support the SIG. If not providing this service, no response is necessary. **(maximum length 1 page)**

Not Applicable DCP@NW will not provide additional mental health services.

- d. Professional development must be provided throughout the school year (late start, early releases, school days without students, etc.) at least 8 hours per month for all professionals in the building including the administrators and support staff. All professional development cannot occur during the summer. Professional development should be job-embedded and tied to demonstrated need.

Describe how student data will be used to identify content of professional learning and how the school will deliver the required professional development throughout the year. Provide a draft professional development calendar for year 1 of the grant (**Attachment C**) (**Narrative maximum length is 1 page; the Year 1 PD calendar does not have a length limit**)

Detroit Collegiate Preparatory High School at Northwestern will participate in job embedded professional development. The job embedded professional development will provide instructional staff with best practices to increase their educational growth. To be effective, professional development must provide teachers with a way to directly apply what they learn to their instructional practices. Research shows that professional development leads to better instruction and improved student learning when it connects to the curriculum materials that teachers use, the district and state academic standards that guide their work, and the assessment and accountability measures that evaluate their success (Southern Poverty Law Center, 2016). It is our belief that job embedded professional development helps educators analyze student achievement data during the school year to immediately identify learning problems, develop solutions, and promptly apply those solutions to address students' needs. The leadership team will facilitate a professional development providing an overview of the SIG including the expectations and requirements of all stakeholders. Additional topics include: Differentiated Instruction which will help teachers to design learning to meet the needs of all students; Sessions on how to analyze data, will help teachers learn how to review and use data to drive classroom instruction; and, sessions on instructional strategies to improve instructional practices leading to student growth.

The Data Coach and the Instructional Learning Team will present student data from NWEA-MAP, report cards, SAT, PSAT, pre-post tests, and other data points, to further drive professional development needs. The weekly data dialogues will provide valuable information to make necessary revisions to the proposed and planned professional development activities to ensure accurate reflection and alignment of the needs of staff, students, and parents. Understanding teaching and learning must involve all stakeholders, train-the-trainers sessions will incur to ensure the practices leveraged in the classroom are also parallel to what is reinforced beyond the classroom.

Our external partners, Johns Hopkins Talent Development and WayneRESA provide elbow-elbow coaching and professional development opportunities for teachers and the leadership team. Professional development will continue to be offered during school – brown bag lunch series, after school and on weekends. Staff will continue to have off-site professional development opportunities to supplement the offerings at the school level. WayneRESA will continue to provide content area job embedded professional development focusing on the core areas identified for improvement.

Talent Development Secondary utilizes site based instructional coaches and a school transformation facilitator to guide teacher as they work collectively to make decisions around matching educational practices to student needs. They provide facilitation, training, support, and time for weekly collaborative work by teachers by interdisciplinary team and by subject-area and create professional development sequences that build teacher/staff instructional, leadership, and cultural competency skills.

Learning Sciences International will continue to provide professional development which expounds on effective teaching practices that are research based and have shown marked improvement in student achievement. They will also provide leadership professional development to ensure effective observation, evaluation and feedback processes are consistently being implemented with fidelity. The ongoing, research based, job embedded professional development will build the capacity of all staff and lead to improved teaching and learning.

5. External Service Provider Selection (maximum length 2 pages)

Describe the process the building and district has used or will use to screen and select external service providers (ESPs) or Whole School Reform Model Developer from the MDE approved ESP list. Include the following:

- How the individuals, team, or committee responsible for vetting and selecting ESP was determined
- Process used to research provider and review evidence of effectiveness
- A description of the decision making process (i.e. voting or staff consensus)

NOTE: The school may choose not to work with an external service provider; however the SIG final requirements state the application must still include the information above. Responses that consist of a statement such as "the school will not work with an external service provider" or "N/A" will receive a score of zero.

Through several meetings with school leaders and other stakeholders, JHDN was able to present research and school leaders were able to review evidence that was submitted. DCP@NW selected Johns Hopkins Diplomas Now (JHDN) as an external service provider partner. Johns Hopkins Talent Development Secondary (JHTD) has a direct correlation to meeting the needs of our school community and surrounding stakeholders. The JHTD model is a researched-based model that utilizes students' attendance, behavior, and coursework data to drive classroom and school wide decisions. Our students will graduate with a meaningful diploma ready for the future. The model helps schools raise achievement scores, graduation rates, and improve student outcomes with the additional support services provided by City Year and Community in Schools (CIS) to meet students' social and emotional needs. The community benefits when the school decreases dropout rates, has a better trained workforce, and a new generation of local leaders. As an ESP JHTD brings a substantial research base, as well as expertise in programs that specialize in reforms to school organization, curriculum and school climate to increase student achievement. The model provides additional levels of supports through City Year (CY), CIS, and Talent Development Secondary (TDS). DCP@NW stakeholders interviewed JHTD and agreed that this would be a great fit. Detroit Collegiate Prep (DCP) worked with JHTD in 2011 and 2012 as a small school model with only 9th and 10th grade students selected by application only. The results were moving in the right direction, but the model needs to be scaled up to accommodate our current student population. Currently, DCP @ NW is a comprehensive high school with an application process for students not living in the identified school boundary with grades 9-12. The JHTD Model represents a structure and process of working with schools to turnaround operations and student achievement. The Model is designed to develop a high-performing high school that uses personalization as the key to its success. Johns Hopkins Talent Development Secondary is based on four pillars that include:

- Teacher Teams and Small Learning Communities
- Curriculum and Instruction with Professional Development
- Tiered Student Supports
- Can-Do Culture and Climate

The school leaders looked at research that was based on a five year scientifically rigorous study by Manpower Demonstration Research Corporation (MDRC, 2010), an independent research firm, found that Talent Development reforms produced improvements in the percentage of students who regularly attended school, in math achievement levels students attained by the end of the school year also yielded substantial gains in attendance, academic credits earned, promotion and graduation rates. For example, according to MDRC's Making Progress Toward Graduation (2007), evidence from Talent Development Secondary Model, 'TD schools nearly doubled the percentage of students earning credits in Algebra, a primary gatekeeper course for grade promotion

and graduation.” Talent Development also identifies as an effective research-based plan for keeping students on track toward graduation by the U.S. Department of education’s What Works Clearinghouse.

The following evidence was discussed and presented in the School Improvement Meeting. During the meeting questions were asked and answered if the model best supported DCP@NW. A consensus was reached and the school improvement team voted to have Johns Hopkins Talent Development Secondary serve as the school’s external service provider.

While a myriad of changes have occurred over the past three years, Johns Hopkins Diplomas Now relentless commitment to the betterment of student’s lives at DCP @ NW has been unwavering. The support services provided by City Year has improved our 9th grade student participation in afterschool tutoring and increased student participation in afterschool activities. As a result, the 9th Grade Success Academy was able to provide numerous community outreach programs to increase parental involvement, such as Poetry Slam, Field Day and an African American Living Museum. Johns Hopkins Diplomas Now model provides research based, structured services to improve teaching and learning and better outcomes for all students.

6. Increased Learning Time (maximum length 1 page)

- a. Describe how increased learning time (lengthening the school day, week or year) will be scheduled.
- b. Describe how increased learning time will be spent engaging students in learning, not just adding clock time to a schedule.
- c. Indicate whether or not an agreement with the union will be required to support increased learning time, and if so, will the agreement be signed prior to the start of the school year?

Detroit Federation of Teachers proposed agreement and guidance for staffing High Priority Schools indicates selection and assignment to a High Priority school is based on staff willingness to commit to a flexible school schedule. DCP@NW staff is committed to providing students with increased learning opportunities through the implementation of a multi-tiered system of support. To ensure students receive additional learning time, DCP@NW will use double dosing, assigning students to two blocks of ELA or Reading to increase achievement for identified students based on NWEA- MAP and Early Warning Indicators (EWI) data for English and Math. Students will have 120 minutes per day for each subject. Research shows positive and substantial impacts of double-dose algebra on college entrance exam scores, high school graduation rates, and college enrollment rates according to Cortes, et al (2013).

	2014-2015 Schedule	2015-2020 Schedule
Class length – All courses	55 minutes	60 minutes (additional 30 minutes of instructional time)

Double dosing – Math/ELA	55 minutes	120 minutes
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Expanded Learning Time in Critical Content Areas	Grades 9-12 additional 5 minutes will address SAT objective (state mandated testing) in Mathematics and English Language Arts	
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Mandatory Tutoring (ACE)	0	60 minutes per week
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All students currently have 55 minutes of Mathematics and English Language Arts instruction daily. To increase learning time for students requiring short term interventions (Tier II and Tier III) to get on track we will add 60 minutes per week of required instruction (Academic and Character Enrichment – ACE) beyond the regular school day based on student performance data. The ACE learning block format will require a rotation of staff to provide lessons for their students based on individual student performance data. Students will be reevaluated bi-weekly to determine whether they can cycle out of ACE.

Additional learning time – Lunch and Learn - will focus on all students. Students will receive additional time and instruction to meet the demands of their academic course work. Students will be assigned to a learning space during the learn portion of their assigned lunch time at least twice weekly. Students will utilize Study Island – online courseware- to address identified deficiencies based on student performance data. Educational technicians and teachers will monitor the learning processes and ensure students are meeting established goals and objectives based on their individualized learning plans. Ultimately, an expanded learning approach will create a foundation for a positive shared culture that values learning, skill development and making important contributions to society.

Additional extended learning opportunities include after school tutoring, summer learning (enrichment), and extended day. These opportunities can help reduce drop-out rates and increase graduation rates. Enhanced programming and services will be provided which include: homework help, college and career readiness, work-force training and enrichment opportunities in music, sports and the fine arts.

7. Timeline

- Attach a comprehensive five-year timeline for implementing the selected intervention (**Attachment D**). Identify who is responsible for each implementation activity. (PRIORITY SCHOOLS ONLY): For year one, note which activities have already occurred due to being previously identified as a priority school.

Detroit Collegiate Preparatory High School at Northwestern and John Hopkins Talent Development (JHTD) Secondary will implement a multi-faceted technical assistance approach across the five years of the School Improvement Grant. The plan is designed to have experienced Talent Development technical assistance coaches modeling high quality instruction based on “Best Practices” a scaffold system of planning related to the DCP@NW restructured SLCs. The professional development will be tied to the needs of DCP@NW’s programs and aligned to the “Best Practices” for our STEM, Entrepreneur and Community Leadership, 9th grade Success Academy, and Summer BRIDGE programs. DCP@NW and Talent Development will implement a multi-faceted technical assistance approach across the five years of the School Improvement

Grant. Research-based teaching, learning and leadership high quality practices will be provided through modeling and mentoring, Collaboration and feedback to all of the DCP@NW Staff as well as the TD Partners will be collaborative. Yearly, TD must be evaluated to see if there deliverables were aligned to support the DCP@NW community and enhance student achievement. The goal is to prepare staff to carry on the research-based practices after the close of the grant. The work is scaffold to challenge participants and build sustainability.

The following pre-implementation activities are incorporated into Year one of the School Improvement Grant:

- Counselors and administrators identified at risk students and scheduled them into Reading Seminar and Math Lab to continue building upon the skills taught during their ELA class and Math class. Gifted and talented students were identified and offered as advance placement classes.
- Scheduling teachers additional professional development opportunities during the summer to increase the number of available advance placement courses through Professional Development Summer Institute
- Scheduled technology training by Wayne RESA coaches.
- Teachers providing tutoring and after school support for students to increase achievement
- Attendance agents establishing and building positive relationships with students, parents and the community to prevent truancy and to improve the school's climate and culture.
- Administrator led staff meetings to provide professional development opportunities on using data to align teaching to address specific student's needs.
- Teachers delivering instruction via technology to enhance student engagement. The ed tech will assist the staff with continued incorporation of technology into the daily lesson.

Based on our current priority status the following practices are currently in place: Professional learning communities were established where educators worked collaboratively using action research to improve results for students. Teachers and leadership received elbow-elbow professional development with instructional specialists, instructional coaches and leadership coaches to focus on building individual capacity. Additionally, weekly leadership meetings provided consistent opportunities to review, analyze and share data. Increased support with attendance initiatives was provided with added staffing. Positive Behavior Intervention Systems was introduced and implemented to foster a culture which values respect, responsibility and civility. Overall, the current initiatives supported based on our priority status align with the ongoing proposed objectives, strategies and interventions to be supported by the school improvement grant.

8. Annual Goals

- a. Determine the school's student academic achievement goals in the core content areas **for each of the next five years** as determined by local and state assessments. Take into account the changing state assessments and how that will affect goal setting. At a minimum, mathematics and reading must be included. For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of years one through five? **(Attachment E)**

Describe how data will be used for continuous improvement, and how often it will be analyzed. **(maximum length 1 page)**

The data will be used for continuous improvement to identify and evaluate whether or not DCP@NW is meeting the target as well as a measure to see if our external service provider is effective. The data will be analyzed in the Instructional Leadership meetings, School Improvement monthly meetings and PACSA meetings. During weekly SIG meetings, each position funded through the grant will be responsible for reporting successes and challenges from the previous week utilizing both qualitative and quantitative data.

The data will also be analyzed weekly during the leadership team meetings, teacher team meetings, grade level meetings and content area meetings. The data will be analyzed during the Professional Learning Communities and Instructional Learning Cycles. Based on the analysis of this data students will receive additional assigned time in ACE to mitigate identified areas of concern and provide students opportunity for optimal growth. Data related to teaching practices will also be presented based on classroom walkthrough information. Data dialogues to guide immediate implementation of research based instructional practices to improve teaching and learning will occur.

The data will also illustrate growth and show areas of concern. It will help identify the need to regroup and set new achievement goals as goals are met or other areas of concern become more prominent. The data will also be used to see growth in DCP's content areas as well as help instructional staff identify areas of concern in their respective content areas. The data will be used to identify areas requiring increased professional development to build capacity.

9. Sustaining Reforms (maximum length 2 pages)

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends. **How will capacity be increased as a result of receiving the grant, and what commitment(s) will be made to sustain reforms after the grant period ends?**

The primary goal of the first three years of implementation will be to build viable systems for continuing improvement. All staff members will receive professional development to enhance their instructional practices and build capacity. With a gradual release of responsibility, the strategies learned will continue to be implemented as funding is scaled down. The 3 year implementation calendar lends itself to the following: Year 1, staff professional development and technology procurement; Year 2, staff collaborating with outside experts; and Year 3, staff ownership of professional development. Students and parents will be acclimated to our new culture and expectations, further supporting all new students and families who enter our building. Procedures, protocols and viable systems will be in place by the end of three years that will allow the organization to run fluidly, and with less outside intervention with each passing year. Johns Hopkins Talent Development Secondary, an integral core of our program, will continue to be sustainable with proper access to the budget. DCP @ NW will also continue to seek supplemental funding, additional human capital supports, and community partnerships from a variety of sources in order to operate with fidelity and respond to ongoing needs.

All funds and allocations have been designed to meet the students' needs and increase student achievement. To this end, the school will also develop a transition plan to have in place once the funding cycles end. The plan will be continuously monitored and evaluated to support comprehensive instruction and content which help students successfully meet curriculum, DPS and state requirements. Resources, materials and technological equipment will be organized to guide learners towards mastery

and learning of all essential concepts, and can also support delivery of instruction, test preparation and test taking strategies, time management, career technical, and the world of work.

Detroit Collegiate Prep H.S. @ Northwestern, principal, Mr. Kenyuno Jones was hired in December 2014 to support the Turnaround Model. Mr. Jones will be given operational flexibility that allows him more control over hiring; budgeting, scheduling, and school start times to support the school improvement efforts. With his leadership team, he continues to explore issues such as school climate, student achievement, testing, relationship building, and stimulating an atmosphere of learning.

In order to sustain the reform efforts DCP@NW commits to the following:

- The development of a four-year learning plan for each of the themed schools that implements a rigorous core course of study for all students and connection to cross-curricular studies.
- The leadership team commits to the implementation of a scaffolded professional development plan that incorporates all elements of NSDC's standards for professional development, and provides 21st century knowledge and skills for all adults in the building.
- The development of an operations plan that provides a system of support for students through the use of flexible scheduling, extended learning time, collaborative planning time for teachers and the development of small school leadership teams.
- The design and implementation of an ongoing community engagement system
- The result of this transformation process is the development of a learning environment at Detroit Collegiate Preparatory High School at Northwestern, in which students, parents, educators, business and community are all self-directed, self-motivated learners able to thrive in the 21st century global economy.
- Job-embedded professional development for teachers.
- The leadership team and staff commits to provide technology with professional development training to support the intervention, engage students and differentiate learning.
- Provide instructional coaches from Wayne RESA to continue building teaching capacity.
- Provide additional support and professional development opportunities for potential leaders.
- Providing intense intervention and extended learning opportunities to move Tier 3 students to Tier 2
- Enhanced methods of retaining qualified committed staff, such as, Merit pay, performance bonuses, team teaching, and career opportunities.
- Teachers will commit to implementing strategies to ensure best practices are continued to maintain 21st century learning skills.

In order to sustain the reform efforts after the funding period ends, DPSCD commits to:

- Support staff capacity to take on full ownership of school reform efforts and continue the reform strategies.
- Maintain the "Priority Schools" cluster. As schools make progress, they will be transitioned back to the regular cluster structure. Schools will receive support that is scaffolded based on need as progress is monitored.
- Maximize general and Title I funding sources as well as support from the philanthropic and business communities, Universities, and other programs.

10. Budget Narrative and Preliminary Budget Overview

Provide narrative for this section that describes the following:

- a. Description of appropriate staffing and activities to the support the intervention model at the school level for the full five years of the grant. Indicate the school is selecting 5 year budget option 1 as detailed in 4.b below. (maximum length 1 page)
 - i. Appropriate FTEs by enrollment must be documented for SIG funded positions.

DCP@ Northwestern - Budget Narrative – Option 1

Personnel

Parent Liaison (1.0 FTE) (Years 1-5) $\$30,000 + \$20,335 = \$50,335$ annually X 5 years = \$251,675 total

The Parent Liaison will create a culture of true parental involvement and create a system of professional developments for the PACSA president to sustain after year 5

SIG Coordinator/Data Coach (1 @ 1.0 FTE) (Years 1-5) $\$67,000 + \$32,250 = \$99,250$ annually X 5 years = \$496,250 total

The SIG Coordinator /The Data Coach will train staff to collect, analyze, display and interpret data for sustainability beyond year 4 as well as make sure all parts of the SIG will be implemented completely and with fidelity.

Substitute Teacher (1 @ 1.0 FTE) (Years 2-4) $\$28,000 + \$10,690 = \$38,690$ annually X 3 years = \$116,700 total

The substitute teacher will provide coverage to allow teachers to go to professional developments, meeting and attend professional learning communities as needed for years 2-4.

Instructional Specialist (1 @ 1.0 FTE) Supported by Title I funds

The Instructional Specialist will provide job embedded PD and support to teachers for years 2-5 to assist with moving towards a S.T.E.M. driven program. A system of support will be created by the end of year 5

Educational Technician (1 @ 1.0 FTE) (Years 2-4) $\$27,549 + 18,347 = \$45,896$ X 3 years = \$137,688 Total. The ED tech will provide support for students in reading and mathematics. Staff will receive embedded Professional Development and support from ESP in order to create sustainability throughout the program, ED techs will ensure students receive the same support as well as support extended learning times.

Assistant Attendance Officer for each Academy (1@ 1.0 FTE) **Funded through title funds.** The assistant attendance officer will make immediate resolution to the attendance issues dealing with truancy and spotty attendance.

- b. How the school's yearly budgets and activities will differ over the five year period of the grant. Indicate at the beginning of the narrative the school will use option 1 detailed below. **(maximum length 2 pages)**

- i. **Option 1:** 1 Year of pre-implementation/planning not to exceed \$500,000, 3 years of full implementation not to exceed \$750,000 annually, and 1 year of sustaining reforms not to exceed \$500,000.

1. How will the Year 1 pre-implementation and planning activities differ from what will be budgeted for full implementation in years 2-4 and sustaining reforms in Year 5?

NOTE: schools selecting this option may not use the pre-implementation/planning year to research and select the intervention model. The intervention model must have been selected prior to the start of the grant.

Schools choosing this option are required to submit a "*Plan for Full Implementation*" to the MDE by July 1, 2016. Funding for years 2-5 are dependent on MDE approval of the *Plan for Full Implementation*. More information will be provided at a later date.

A. Staff Professional Development - Function Code 221 - Years 1 through 5 = Total \$

Year 1 Cost - \$120,000 - (Planning) will consists of Professional development activities related to core content coaching, job embedded coaching through an agreement with WRESA. The required Data coach position will provide support to instructional staff on how to analyze data. This will build capacity within the building so that all staff are adequately trained and able to analyze student data and make decisions regarding instruction. Consultant will also be utilized for Data analysis and facilitating professional learning communities (PLC). The staff workshop stipends are also included as most of the professional development will occur outside of the school day. Consultants will also be used to conduct professional development on technology assisted instruction using the iPad and smart boards. The substitute teacher is also included so that staff may have time to attend job embedded professional development and planning meetings during the school day. JHTD will also provide job embedded professional development (funded through Title funds).

Year 2 Cost - \$200,000 (First of year of implementation) differs from the previous year as the school will add the services of a dedicated instructional specialist for math and Science (Using Title Funds). The Services of Johns Hopkins Diplomas Now will continue. Johns Hopkins Talent Development Secondary (JHTDS) builds partnerships with the school that brings organizational, curricular, instructional strategies, plus multiple levels of systematic professional development. These strategies include a positive climate program, extended periods, small learning communities, as well as supports that are customized and aligned to district initiatives and build on the strengths of schools and their existing reform efforts. The Talent Development Secondary High Schools have a ninth-grade academy with its own space and administration, plus several upper-grade Career Academies that blend students' interest with required and elective academics. TDS can also incorporate extended day and Twilight programs into its program to serve as recovery options and safety nets for students who are not experiencing success.

Year 3 Cost - \$200,000 - Activities in year 3 (year 2 of implementation) will continue as stated in year 2. Which includes services from Johns Hopkins Diplomas Now, content coaching, job embedded coaching, data analysis, substitute teachers for professional development purposes, and staff incentives. Staff will begin to assume additional leadership responsibilities to decrease the service level of the external service provider.

Year 4 Cost - \$200,000 - Activities in year 4 (year 3 of implementation) will continue as stated in year 3. Which includes content coaching, job embedded coaching, data analysis, and staff incentives, however number of coaching days allocated for consultants will begin to decrease as student achievement increases and staff gradually assumes responsibility based on performance

levels. The cost also includes content coaching, job embedded coaching, data analysis, substitute teachers for professional development purposes, and staff incentives.

Year 5 Cost - \$80,000 - Activities in year 5 (Sustainability) will substantially decrease as the need for content coaching, PLC training and data analysis will be sustained due to staff acquiring the instructional techniques and strategies needed to positively impact achievement. Therefore the data coach, consultants and Johns Hopkins Diploma Now will discontinue. The dedicated instructional specialist for science/math will remain and have capacity to provide solutions to staff inquiries.

A. Parent and community activities-

The cost for a Parent Liaison to assist in teaching parents strategies that will assist their school age children in obtaining fluency in all of the core academic areas of learning. Annual Salary \$30,000 plus fringes of \$20,335. Annual Cost \$50,335. Total 5 Year cost \$251,675. Cost for Parental Involvement – 7 workshops, 50 participants per workshop approximately \$6 per person each workshop- total \$2100 per year. Total 5 Year cost \$10,500. Funds from title 1 will be utilized more efficiently and effectively by the President of the schools PACSA after receiving support and training from the Parent Liaison purchased with SIG funding.

B. Extended School year

DCP@Northwestern will not be participating in Extended School Year. We are participating in extended school day adding 30 minutes to each day focusing on SAT Preparatino students' skills to become college and career ready. Extended School DAY for 35 instructional staff at an additional 30 minutes each day. 35 staff x 2.5 hours wk x \$26.01 per hr x 39 weeks = \$88,760 total salaries plus fringe of \$29,470. Annual Cost of \$118,230. Total 4 year cost \$472,920. Extended School DAY for additional 30 minutes each day: 4 administrators x 2.5 hours wk x \$40 per hr x 39 weeks = \$15,600. 3 clericals x 2.5 hours x per wk x \$18 per hr x 39 weeks = \$5,265. Total administrative salaries \$20,865 plus fringe of \$6,927. Annual Cost of \$27,792. Total 4 year cost \$111,168.

C. Supplies and materials

Year 1 Cost of LCD monitors to be placed throughout the building to display data, student and parent information, throughout the day. 10 monitors x \$1000=\$10,000. Carnegie Learning for Mathematics 5 year contract \$58,100. Study Island \$28,000 3 year contract. Smart Boards for 9th Grade Academy 12 classrooms. @ \$6,250 each total of \$75000. Yr 2 (2), Yr 3 (2), Year 4 (2) Year 5 (6) . Five year cost of Ipads (30 iPad on a cart) to support technology based instruction iPad 3 carts x \$21,220= \$63,660 and 3 HP laptop carts x \$27,100 = \$81,300. ; Year 1; 2 Ipad carts \$42,440 2 HP Carts \$54,200=\$96,6400; YEAR 5; 1 Ipad carts and 1 HP cart. = \$48,320. Year 1 cost for HP Laptops for all classroom instructors. 35 x \$1,000= \$35,000. Teachers will use laptops to support their data analysis, instructional learning cycles and student achievement trends, during weekly PLCs. Printers for mobile labs. 4 printers x \$1000 each in year 2 =\$4000. All materials will be utilized during the implementation of the grant and the district funds will be used to ensure repairing and or replacing and technology used to increase achievement.

D. Culture and climate

Johns Hopkins University - Diplomas Now is a dropout prevention program that teaches schools to use the Early Warning Indicators (EWI) mof attendance, behavior, and course performance to identify students for intervention. Additional partners with Johns Hopkins includes City Year and Communities in Schools. 2nd year \$180,000, years 3-4 \$180,000 each. Total 3 year cost \$540,000.

1. City Year, a year-long AmeriCorps service program in which young adult leaders act as "near peer" mentors. The mentors assist the instructional staff by providing academic interventions and tutoring support. The corps members also lead extracurricular activities.

2. Communities In Schools (CIS), the nation's largest dropout prevention organization, provides a fulltime, on-site staff member who supports students and families by creating community connections, providing case management services, and coordinating the on-site service delivery process to reduce barriers to academic success.

- c. Complete the preliminary **building level** budget overview for all five years of the grant **(Attachment F.2)**

Attachments

Attachment A: Baseline Data (to be uploaded as a separate Excel file into MEGS+)

Attachment B: Intervention Model

Attachment C: Professional Development Calendar

Attachment D: SIG Timeline

Attachment E: Annual Goals

Attachment F.2: Budget Narrative

Attachment G: Assurances and Certifications

Attachment A: Baseline Data Collection

The SIG baseline data collection is to be uploaded into MEGS+ as a separate Excel document. Do not insert here.

Attachment B: Intervention Model

TURNAROUND MODELS

1. **Replace the principal:**

Kenyuano Jones was appointed as principal of Detroit Collegiate Preparatory High School at Northwestern (a Priority School) in December of 2014-2015 school year and is continuing as principal for 2016-2017 school year.

2. **Use locally adopted competencies to measure the effectiveness of staff that can work within the turnaround environment to meet student needs.**

In compliance with legislative mandates and in conjunction with union standards, teacher evaluations are based on the principles of Learning Sciences Marzano. Model of teacher effectiveness which includes 25% of their performance rating based on student growth. Research has shown that when best practices are implemented continuously and effective teaching occurs, students have the probability of learning forty percent more than in a classroom where this is not prevalent. Administrator evaluations are based on Marzanos conditions for rigor and additionally have a student growth factor as a basis for performance.

- Research based practice standards for measuring changes in instructional practice: (centerii.org) Determine which method for using instructional practice data will be used and provide ongoing professional development (Hall & Hord, 2001; Gersten, Dimino, Jayanthi, Kim, & Santoro, 2009; Watanabe, 2002; Hasbrouck & Denton, 2005).
- Identify the group or individual teachers who will participate. This is often based on identifying classrooms where student need is the greatest.
- Allocate time to implement the method.

3. **Screen all existing staff and rehire no more than 50%.**

As a Turnaround school, all existing staff will be screened (teacher evaluations), and interviewed to compile a staffing roster of highly qualified certified personnel. The interviewing panel (consisting of human resources, administration, teacher, and parent leader) will assess potential staff members' willingness to commit to being an active and passionate member of a team charged with implementing this plan with fidelity. No more than 50% of the staff will be retained through this vetting process.

4. **Select new staff.**

New staff will be selected in accordance with the Detroit Public Schools Community District Human Resources Office and Detroit Federation of Teachers proposed agreement on guidance for staff hiring. Candidates will be selected based on their knowledge and ability to implement current research and best practices in their content areas and their willingness to work as collaborative team members. New staff will be required to: have a focus on student achievement and parental

involvement; implement Michigan standards into knowledge and instruction; and, understand the framework for rigor and relevance. Furthermore, teacher selections will be based on expressed interest in learning beyond the classroom i.e. extended day/time, after school and professional development.

5. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.

Throughout the coming years, Detroit Collegiate Preparatory High School at Northwestern anticipates using SIG and other funds to provide career incentives and flexibility for team leaders that will allow these key instructional leaders to develop a broader knowledge base of instructional reforms in identified areas of need. Funds will also be utilized to provide additional opportunities for staff through professional development activities, conferences and school based seminars allowing team members to develop expertise in identified solutions.

Staff will receive incentives for demonstrated student achievement. Staff will have the opportunity for personal and professional growth through tuition reimbursement incentives for staff attending professional development, conferences, seminars, and courses leading to advanced certifications or the advancement of research based practices to be implemented. As allowable, DCP @ NW will look to internally promote and provide career growth opportunities to staff members who have demonstrated competencies based on the performance criteria (ie. Train-the-trainer, lead teachers, and committee chair roles, etc.) We will provide consistent administrative support (Hall & Hord, 2001) and make adjustments that create blocks of time for teachers to collaborate; find appropriate ways to acknowledge teachers who improve their practices, ranging from informal appreciation (newsletters, monthly recognition) to more concrete rewards such as stipends, scholarships or graduate credit.

6. Provide staff ongoing, high-quality, job embedded PD aligned with instructional program and designed with school staff

Instructional teams will be supported by content area and team coaches experienced in application of staff development standards. Coaches will play an integral role in building and maintaining school wide coherence in this effort, serving as advisors to team leaders and stepping in to facilitate meetings when needed to maintain alignment of team initiatives and school goals; as well as, utilizing best practices for embedded professional development. Coaches will meet a minimum of once per week with their teams. Their primary focus, once team protocols are established, will be to improve instructional practices by continuously utilizing various forms of data to understand when, where and why students are underperforming, and utilizing action research to build student engagement. Based on data, teams will plan individual and group intervention strategies when students are not performing as expected. To align and focus their work, teams will devote time to unpacking the skills and knowledge behind the context, content and process standards in their instructional plans. "Unpacking the standards" will be embedded in the sequence of activities for examining instruction facilitated by the instructional coaches. Each team will also have opportunities to request additional support to build their capacity for understanding instructional challenges and implementing solutions. Innovation in developing solutions will be supported and encouraged. The efforts of instructional coaches will be facilitated by John Hopkins Talent Development and Wayne RESA to provide cross-fertilization of ideas and initiatives. A school wide professional development plan was created with input from teams based on various forms of data to support the implementation of team initiatives. One anticipated outcome of these efforts is the continuous growth of a staff development plan that exists as a living document with embedded evaluation and refinement. Staff will receive elbow-elbow coaching and in class modeling of instruction designed for rigor.

7. Adopt a new governance structure. (May include turnaround office/turnaround leader who reports to the Superintendent or Chief Academic Officer.)

Detroit Collegiate Preparatory High School at Northwestern has restructured itself to ensure that students are at the heart of everything we do. DCP@NW Principal, Dean of Curriculum and Instruction, Dean of Culture and Climate, and Dean of Operations have realigned their job responsibilities to ensure the majority of their time is spent working on raising student achievement via focusing on classroom instruction and organizational climate. Additionally, the principal has worked to develop teacher leadership roles that include: Instructional Specialist, Data Specialist, Testing Coordinator, and School Improvement Chairperson.

At the district level, the District Network is responsible for high priority schools and additional consultants provide the necessary oversight to ensure the redesign plan is implemented with full fidelity.

8. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as with State academic standards.

Multiple target areas were identified based on the multiple data points (NWEA, SAT, District pre/post test, ACT Work Keys) which require support and intervention. Vertical alignment will be achieved with content area teams meeting twice monthly on Wednesdays after school, with the assistance of content area coaches, to review the planned sequence of instruction in content area courses and ensure that classroom instruction aligns with academic standards. The data driven dialogue will enhance and focus the work of grade level teams in planning classroom instruction and identifying gaps that need additional attention, especially learning gaps in cross-content area boundaries. The experience of grade level teams in planning cross content area instructional activities is also expected to inform discussion about how to better sequence presentation of concepts and practice in foundational skills that impacting student performance in the content areas.

Learning Sciences Marzano Center (Marzano, R. , et al, 2014)¹³ Essential Instructional Strategies to Achieve Rigor: The Marzano Center Essentials for Achieving Rigor model scaffolds instruction through the taxonomy from content retrieval to knowledge utilization while conveying high expectations to all students in a student-centered classroom. This model provides teachers with the tools they need to intentionally align their instruction with higher taxonomic levels as well as purposefully plan for student autonomy.

Research based best practice standards for aligning instruction:

Conduct investigation to align school/teacher enacted curriculum, state standards, and local curricula, including articulation across grade levels and content areas (Bhola, Impara, & Buchendahl, 2003; Blank, Porter, & Smithson, 2001; English, 1980; Glatthorn, 1999; Kurz, Elliot, Wehby, & Smithson, 2009; McGehee & Griffith, 2001; Porter, Smithson, Blank, & Ziedner, 2007).

Provide resources (e.g., time, expertise, planning support, professional development) to enable teachers to incorporate changes required to align instruction with standards (Blank, Porter, & Smithson, 2001; English, 1980; Koppang, 2004).

Build capacity to monitor and maintain alignment between curriculum standards and classroom instruction, including use of formative data (Blank, Porter, & Smithson, 2001).

Additional Evidence –Based Strategies (EBS):

EBS: Data Collection: Systemic Collection of instructional process data

EBS: Data Coaching Site- based coaching to support teachers in improving instructional practices - Wayne RESA and Talent Development – Driven by data, DCP's educational turnaround partners are to provide job-embedded, research-based, professional development to help with the implementation of the intervention model. Johns Hopkins Talent Development Secondary and WayneRESA are current educational partners. Information about Best Practices studied from Marzano, the commitment to learning and improve teaching to best serve our students was made as evidenced by the faculty's agreement to become a teacher in a high priority school.

EBS : Leadership coaching – Site- based coaching to support the administration in improving instructional practices to lead to student achievement –provided by Learning Sciences International

EBS: MTSS – Multi-tiered system of support to provide targeted intervention to those students not meeting identified targets on statewide assessments.

During our focus on quality and structure, we were looking for key identifiers to improve student achievement. During our school re-design meetings, the data identified a need to improve instructional practices and improve programming to address the accelerated and struggling learners, thereby improving the quality of learning for all students. The research and data conducted by Southern Law and Poverty Center (2013) identified high quality teaching as the most important ingredient of improved classroom learning and scheduling.

Additional ongoing pre-implementation activities and strategies the staff at DCP @NW are committed to include:

- Counselors and administrators identified at risk students and scheduled them into Reading and Math Lab to continue building upon the skills taught during their ELA class and mathematics class. Gifted and talented students were identified and offered advance placement classes.
- Scheduling teachers additional professional development opportunities during the summer to increase the number of available advance placement courses through College Board's Summer Institute
- Scheduled technology training by Wayne RESA coaches. The technology coach will assist the staff with continued incorporation of technology into the daily lesson.
- Teachers providing tutoring and after school support for students.
- Attendance agents establishing and building positive relationships with students, parents and the community to prevent truancy and to improve the school's climate and culture.
- Administrator led staff meetings to provide professional development opportunities on using various data, i.e. perception, process, assessment and demographics data to align teaching and specific student's needs.
- Teachers delivering instruction via smart boards to enhance student engagement.
- The assignment of a Process Mentor to DCP@NW to assist with data monitoring and an additional means to communicate with stakeholders.

9. Promote continuous use of student data to inform and differentiate instruction to meet student needs.

At the heart of Detroit Collegiate Preparatory High School at Northwestern school improvement efforts is the formal establishment of teams involving every staff member in utilizing data from a range of sources as the focus for conversations about when, where and how to take steps that will result in improved performance.

During biweekly PLC meetings (rotating grade level and content area) data dialogues will happen to ensure that monitoring, analyzing and applying of data to drive instruction occurs. Data driven student-centered instruction, coupled with resources and coaching in the best use of innovative instructional practices and materials is expected to bring a higher level of engagement opening the door to increased rigor and the broadening of student understanding of interrelated concepts. Each operational and instructional leadership team has a set of goals relating to improved quality of teaching and student achievement. Collecting and analyzing data combined with reflective review of root cause analysis, consideration, and implementation of solutions will be the core work of the teams. As a method of ensuring continuous improvement, staff will review existing student data to examine individual student progress and overall grade-level success. They will utilize data from benchmark and short cycle assessments, classroom walkthroughs, peer observations, analysis of student work artifacts, surveys of staff, students and community, and the observations of external observers with expertise in core areas to complete their quarterly Instructional Learning Cycles. Instructional practices, such as co-teaching, whole group learning, small groups, peer collaboration, peer feedback, and modified lessons will be utilized to meet the demands of various learning abilities and modalities to ensure that all students are reaching their full potential. The Instructional Leadership team consisting of teacher leaders, along with administration will be the primary conduit for bringing cohesion to development and implementation of targeted solutions.

10. Establish schedules and implement strategies that provide increased learning time.

Teacher Scheduling: Good student and teacher scheduling are vital to enhancing student achievement as well. Consequently, the administration tries to match the teacher with the area in which they are highly qualified and skilled to teach. Teachers are given a course selection form to identify courses of preference within their certification to provide the necessary courses for increasing student learning times.

Student Scheduling Process: Counselors meet with students for scheduling conferences, which address the necessary courses to meet the State of Michigan graduation requirements. Students' individual skills and interests are considered in the designing of their schedules based on their EDP's. Counselors review student related data regarding achievement measures to ensure students are scheduled into classes, which maximize their potential.

Increased Learning Time: All students will receive an additional thirty minutes daily of increased learning time by extending classes from 55 minutes to 60 minutes. Additionally, students will attend daily Lunch and Learn sessions (25 minute lunch and 30 minute learn) where their primary focus will be to address areas of deficiencies based on the collected weekly grade-level data. Students will be assigned for additional support in the core areas of weakness after conferencing with core teachers. Students that are on target will receive advancement opportunities. In addition, where students were not initially successful, students will be provided with the opportunity to participate in Credit Recovery courses. Modified instruction that includes double dosing in the English Language Arts classes, Algebra classes and mainstreaming are additional measures, which are employed. Additionally, students participate in field experience opportunities and research. Lastly, implementation of technology in the core subjects has significantly increased student interest. Therefore, the school improvement grant will allow us to continue building upon these successes. Teams will continue to receive support from University partners, JHTD and other sources to build coherence about the proposed plan, develop the skills needed for successful implementation, and raise performance expectations school wide. In the coming year, the school leadership and core planning teams will continue to refine and develop additional details of implementation based on active monitoring of progress toward performance targets. Our students will continue to have opportunities to learn more through Double-dosing in ELA and mathematics classes. Project-based learning in all classes will be required and implemented cross curricular. Summer school, Extended Day, Transition-Bridge, On-Line Credit Recovery and out of class learning experiences will continue. Our STEM program will provide opportunities to improve teacher content knowledge, pedagogical practices, and attitudes in science learning, achievement and interest in STEM higher learning.

11. Provide appropriate social-emotional and community-oriented services and supports for students.

DCP @ NW is a Positive Behavior Intervention Support (PBIS) school. All stakeholders will continue to create and promote a culture based on respect and responsibility. PBIS is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. Student Achievement forms the Four Pillars of the Johns Hopkins Talent Development Secondary. According to MDRC (2007), the four fundamental pillars are I. Teacher Teams and Small Learning Communities, II. Curriculum and Instruction with Professional Development, III. Tiered Student Supports and IV. Can-Do Culture and Climate with the four pillars based on decades of research, Talent Development Secondary is a robust partner driving comprehensive reform in district, school and classrooms.

The relationship with City Year and Community In Schools, combined with our guidance and counseling departments create a productive, consistent, and supportive school environment that provides clear pathways to school success and college and career readiness in a manner that is comprehensible to students, builds on their interests, develops their strengths, ignites their passions, and establishes a positive school climate and culture. A climate of success is often driven by highly engaging learning experiences that provide students the content and support they need without being insulting, and the connections they often require to the real world to make the lessons meaningful.

At DCP @ NW, our positive school climate approach builds on staff and student assets and tap those assets to contribute to school-wide improvement initiatives. Invariably in can-do climates, we see formal vehicles for student and teacher voices as well as clearly communicated initiatives to recognize student progress and teacher accomplishments. Appreciating assets and successes, and acknowledging the ideas and voices of students and staff create a community ownership of the culture and future of a school's path to success..

The following items are permissible elements of the turnaround model. Provide a brief description after each element that will be implemented under the proposed building plan. (Leave blank those elements that are not being implemented.)

1. Any of the required and permissible activities under the transformation model

From Data to Aligned Learning System

In 2014-2015 DCP@NW brought definition to its small learning communities through an analysis of data about the student performance, local workforce and economic development plans, community resources and the passions of its students and teachers. Through the program proposed in this School Improvement Grant, DCP@NW will use the research on how people learn to move from a well-defined vision for its Small Learning Communities to unique, well-defined, four-year "pathways to graduation" that bring the themes to life for students and parents. Cross-curricular teams of teachers, university and corporate partners will use the Michigan standards to identify:

- Over-Arching Big Ideas: The "What"—Core concepts, principles, theories or processes contained within the common standards that serve as a focal point of the curriculum and help to prioritize content.
- Over-Arching Enduring Understandings: The "So what"—Statements summarizing critical ideas and core processes that are central to a discipline and have lasting value beyond the classroom.

- Over-Archiving Essential Questions: Open-ended, thought-provoking questions with no single right answer designed to stimulate inquiry and debate around the big ideas and enduring understandings.

Once each SLC has identified its over-arching big ideas, enduring understandings and essential questions, for each year (9th, 10th, 11th and 12th) the teams will develop:

- Credits and Courses: Paint the picture of what courses will look like. Provide the rationale for the sequence, i.e., “Students will engage in the study of mathematics beginning with...and move to ...” They will reflect on the following questions:
 1. Does the sequence of courses insure a coherent flow across grade levels?
 2. Does the sequence identify key understandings?
 3. Will the courses lead to the desired student accomplishments?
 4. Credits required preparing for higher learning?
- Cross-Curricular Application: A particular focus will be placed on designing teaching and learning opportunities for integrated experiences that provide linkages and recurring themes between and among the disciplines.

The four-year pathway to graduation will culminate in a capstone experience in which students demonstrate mastery of their rigorous course of study. Ultimately, each SLC will create pacing guides and lesson plans designed to work cohesively to help students understand the connections among the disciplines and reinforce key concepts.

The Planning for this proposal actually began in December 2014 with the assignment of the new principal, Mr. Kenyuno Jones. In fall 2015, a team of school administrators, community engagement experts and data analysts conducted a baseline assessment of organizational effectiveness at DCP at Northwestern, using research-based rubrics developed for Johns Hopkins Talent Development Secondary (DCP’s external partner) by national curriculum and assessment organization. The assessment process took an in-depth look at four core areas: rigorous curriculum and instruction, systems of student support, aligned assessments and school climate and culture. The baseline assessment included focus groups of parents, students, community members and teachers, as well as interviews with school leaders and regular school walkthroughs. Several weeks later, teachers used the rubrics for school climate and culture to do an internal assessment of the strategies and tools in place at DCP@NW to support student success. This assessment launched the school’s introspective process leading up to two key documents: 1. The School Improvement Plan; and 2. The Strategic Plan to Enhance our Programs. By adding a Ninth Grade Smaller Learning Communities on the DCP @NW campus. The School Improvement Plan Detroit Collegiate Preparatory High School at Northwestern Improvement Plan outlines goals and strategies to advance student performance in the coming year. While separate sections within the plan provide varying levels of detail, the basic overarching goals include ensuring all students are proficient in Writing, Science, Mathematics, and Social Studies.

Improvements in student performance will be achieved by over-arching focus on Organizational Effectiveness. Detroit Collegiate Preparatory High School at Northwestern will work in teams to take the steps necessary to establish:

- Smaller learning communities that will enhance cross-curricular planning and teaming
- Engage all teachers in professional development focused on using data to drive differentiated instruction
- Engage all teachers in professional development focusing on Bloom’s Taxonomy, the Rigor / Relevance framework and Classroom Strategies that Work (Marzano)
- Provide professional development for all teachers in their specific content areas, using coaches from the Wayne RESA

- Engage all teachers in professional development that reinforces reading and writing across the curriculum
 - Engage students in the learning process through the adoption of research-based instructional practices and the latest classroom technology
 - Increase the rigor of the curriculum through stronger alignment of standards and more effective scheduling of student interventions and supports
 - Increase the use of technology across the curriculum and the use of project-based learning
- This SIG proposal begins with and then builds upon these goals and strategies to implement a systemic approach to improving the skills of adults so that student learning and outcomes are dramatically improved. The strategic plan to re-design our learning communities at Detroit Collegiate Preparatory High School at Northwestern began with a study group process involving the school staff and Core Planning/School Improvement Team.

The strategic plan revisited the smaller learning communities:

- Freshman Academy Ninth Grade Smaller Learning Community
- STEM, Entrepreneur and Community Leadership, 9th grade Success Academy, and Summer BRIDGE programs. The Smaller Learning Community plan will be revisited each year, as enrollments, School leveling and DCP staff is stabilized.

1. **A new school model (themed, dual language academy, etc.)**

DCP @ NW, A Detroit Rising College Preparatory School, offers a specialized college readiness program: Johns Hopkins University Diplomas Now. Some Offerings: Talent Development Curriculum, After-School Tutoring/Extended Day, City Year Corps, Dual Enrollment Courses, Central Michigan University Upward Bound Program, Wayne State C2 Pipeline Program, Internships, Robotics Club, JROTC, Competitive High School Sports, Advanced Placement (AP) Classes. **Grades: 9-12, Enrollment via Application and School Boundaries.**

Smaller Learning Communities

S.T.E.M. Academy Grades (10-12)

Students who select this program will focus on obtaining the knowledge necessary to major in Medicine or Engineering at a College or University. Upon successfully completing this program with a minimum GPA of 2.5, students will receive an endorsement on their diploma stating Science, Technology, Engineering and Mathematics. Students will appear before their teacher (Coordinators) once a month for re-assurance of skills developed regarding behavior and academics. Internships at these facilities will be set up and students will also work with mentors to create a portfolio which will bridge course work and experience. Students who select this program will take AP courses. These students will receive college mentoring and tutoring.

Entrepreneur and Community Leadership Academy Grades (10-12)

Students who select this program will focus on obtaining the knowledge necessary to major in Business fields. Students will choose vocational classes that will assist with post-secondary education options for students (i.e, electrical, cosmetology culinary, carpentry, etc.) Students will also have the opportunity to obtain college credit by attending Vocational Centers that has partnerships with local Colleges and Universities. Upon successfully completing this program with a minimum GPA of 2.5, students will receive an endorsement on their diploma stating Entrepreneur and Community Leadership Academy. Students will appear before their teacher (Coordinators) once a month for re-assurance of skills developed regarding behavior and academics. Internships at these facilities will be set

up and students will also work with mentors to create a portfolio that bridge course work and experiences. Students who select this program will take AP courses. These students will receive college mentoring and tutoring.

9th Grade Success Academy This program exists to help students make a positive transition from the middle to high school. Only 9th Grade students are involved in this program. The students will be given extra support and will be located in a specific part of the building so that they will be given the necessary attention. The goal is to nurture, motivate and encourage students to reach their full potential by providing an intensified support system in a structured learning environment. Students will be advised and exposed to the STEM and Entrepreneur/Community Leadership academies for future selection.

Summer B.R.I.D.G.E. Program (Bringing Rigor, Ingenuity, Discipline and Guidance to Education)

This program will run for 3 weeks and will include incoming 9th Grade students. Students will attend this program to receive instruction to better prepare them for their upcoming transition into high school. Upon completing the program, students will receive a backpack full of supplies (graphing calculator, pencils, paper, etc.) and a practice package from the core classes. Field trips, including a college trip and trips involving stem and leadership careers will be provided.

Attachment C: Professional Development Calendar

Goal	NAME OF PROFESSIONAL DEVELOPMENT ACTIVITY	Objective	Planned Date	Target Group(s) (Audience)	Presenter(s) (Title Only No Names)	Evaluation	Completion Date
1,2,3,4 & 5	SIG Grant	Overview of SIG including expectations, roles and responsibilities	August 2016	All Staff	Leadership Team		
1 and 5	Career Cruising	English and Social Studies Teachers will be able to help student's explorer career/college option and develop a career plan.	August 2016-2021	ELA & Social Studies Staff	Counselor CTA		
1 and 3	ELA/Math Coach's Training/ (CATAMA, ALFA & AARI)	Coaches will be able to implement training attended workshop on procedures of implementing strategies.	July 2016-2021	ELA & Math Coach	Talent Development WayneRESA Instructional Specialists		
1,2,3,4, & 5	Talent Development Teacher Training	Teachers will be able facilitate the Johns Hopkins Curriculum.	July 2016- 2021	All Instructional Staff	Talent Development		
1,2,3,4, & 5	School Culture & Climate Training (School Expectations)	Teachers will be able to determine strategies and formulate next steps for cultivating the school's culture.	August 2016-2021	All Staff	Talent Development Dean of Culture		
6	Restorative Practices Training	Teachers will be able to reduce inappropriate behavior and improve the overall climate for learning.	August 2016-2021	All Staff	Office of Professional Development		

1,2,3,4, and 5	Early Warning Indicators Meeting Training	Staff will be able use school wide needs assessment and data to improve attendance, behavior and increase student course performance.	August 2016-2021	All Instructional Staff	Talent Development		
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Goal	NAME OF PROFESSIONAL DEVELOPMENT ACTIVITY	Objective	Planned Date	Target Group(s) (Audience)	Presenter(s) (Title Only No Names)	Evaluation	Completion Date
1,2,3,4, and 5	Differentiated Instruction Training	Teachers will be able to design learning objectives to facilitate progress for all levels of student growth ability.	August/January 2016-2021	All Instructional Staff	Wayne Resa		
7	Michigan State Standards PD360 Videos ELA & Math	Teachers will be able to use PD360 to advance their academic instruction in their content area.	August 2016-2021	All Instructional Staff	Principal		
3	Think Through Math Program Training –TI Nspire	Math Teachers will be able to use Think Through Math computer program, TI Nspire calculator and math support materials to improve student mathematical skills.	August 2016- 2021	Math Instructional Staff	Think Through Math Coach and Wayne Resa		
7	Using Technology with Instruction Training	Teachers will be able receive instructional training on using 21 st century technology in the classroom.	August 2016-2021	All Instructional Staff	Office of Professional Development		
3 and 4	STEM Training	Teachers will be able to gain resources and knowledge needed to provide STEM experiences to all students.	August 2016-2021	Science & Math Instructional Staff	Office of Professional Development		
1,2,3,4, & 5	Online Learning	Teachers will be able to use their training of Study Island, Plato, Credit recovery and other educational online program increase and improve student achievement.	August 2016-2021	All Instructional Staff			

Goal	NAME OF PROFESSIONAL DEVELOPMENT ACTIVITY	Objective	Planned Date	Target Group(s) (Audience)	Presenter(s) (Title Only No Names)	Evaluation	Completion Date
1,2,3,4, & 5	Flexible Grouping Training	Teachers will be able to ways to define and use flexible grouping in all content areas.	August/January 2016-2021	All Instructional Staff	Talent Development & Math, ELA Coaches Wayne Resa		
1 and 2	Transitional Reading Training	Teachers will be able to use reading initiatives, interventions and support materials to improve student English Language Arts skills	August/January 2016-2021	ELA Staff	Talent Development ELA Coach		
7	District Mandated Testing Coordinators	School Test Coordinators will be able to organize, review and training staff of district and state mandated testing.	August 2016-2021	Test Coordinators	Office of Evaluation Assessment & Accountability		
7	District Wide NWEA-MAP Assessment Training	Staff will be able to administer all required testing with fidelity.	September 2016-2021	All Instructional Staff	School Test Coordinators		
6	Increase Parental Involvement.	Staff will be able to establish a joint parent/teacher leadership team to coordinate volunteering activities and increase parental involvement.	August 2016-2021	All Staff	Staff		

Goal	NAME OF PROFESSIONAL DEVELOPMENT ACTIVITY	Objective	Planned Date	Target Group(s) (Audience)	Presenter(s) (Title Only No Names)	Evaluation	Completion Date
7	Instruction Coaches Meeting	Dean of Curriculum and Instruction will be able to meet with Coaches to discuss, plan and revisit best practices for teachers.	September-June 2016-2021	Coaches	Dean of Curriculum and Instruction and coaches		
6	Cabinet Meeting	Principal will be able to discuss and implement actions needed to improve the school culture and climate.	September-June 2016-2021	Leadership Team	Principal		
6	Staff Meeting	Staff will be able to participate in ongoing discussions to improve school achievement & culture.	September-June 2016-2021	Staff meeting	Principal		
7	Talent Development Visitation	Talent Development Coaches will be able to provide educational support by offering strategies, best practices and interventions to assist teachers.	September-May 2016-2021	All Instructional Staff	Talent Development		
7	Wayne RESA Visitation	Wayne RESA Coaches will be able to provide educational support by offering strategies, best practices and interventions to assist teachers.	September-May 2016-2021	All Instructional Staff	Wayne RESA Instructional Coaches		

Goal	NAME OF PROFESSIONAL DEVELOPMENT ACTIVITY	Objective	Planned Date	Target Group(s) (Audience)	Presenter(s) (Title Only No Names)	Evaluation	Completion Date
1,2,3,4, & 5	Content Area Meeting	Teachers will be able to discuss strategies and interventions to increase and monitor student growth.	September – June 2016-2021	All Instructional Staff	ELA and Math Coaches		
1,2,3,4, & 5	District Wide-Professional Development	Staff will be able to participate in training and development activities to improve student achievement.	September – June 2016-2021	All Instructional Staff	Office of Professional Development		
1,2,3,4, & 5	Data Team Meeting	Staff will be able to review and use data for effective classroom instruction.	October – June 2016-2021	All Instructional Staff	Data Specialist		
7	School Improvement Training & Conferences Sessions	School Improvement Team will be able to receive training on the process of the SIP and facilitate the development of the plan with staff, student, parents and the community.	September – June 2016-2021	School Improvement Team	Office of School Improvement		
7	School Improvement Plan	Staff along with parents will be able to review process, discuss strategies, interventions and goals for the plan.	November-May 2016-2021	School Improvement Team	School Improvement Chairs and Principal		
7	District Wide Professional Development	Staff will be able to participate in district-wide professional development to increase educational proficiency to increase student learning.	March 2016-2021	All Staff	District-content area		

Goal	NAME OF PROFESSIONAL DEVELOPMENT ACTIVITY	Objective	Planned Date	Target Group(s) (Audience)	Presenter(s) (Title Only No Names)	Evaluation	Completion Date
7	Blended Learning Training	Teachers will be able to use appropriate tools and technologies to construct lessons for blended learning.	August-June 2016-2021	All Instructional Staff	Instructional Staff		
7	Edmentum Training	Staff will be trained on how to interpret testing data to increase student achievement through the use of online testing services (Study Island & Plato).	August-June 2016-2021	All Instructional Staff	Instructional Staff		

Attachment D: SIG Timeline

Insert the SIG timeline here.

Detroit Collegiate Preparatory High School at Northwesterns, along with our external partners, will apply a multi-faceted approach to implementation across the five years of the School Improvement Grant. The plan is designed to have experienced coaches modeling high quality instruction based on research based best practices. A scaffolded system of planning related to the DCP@NW restructured SLCs. The professional development is directly aligned to meet the needs of DCP@NW's programs and aligned to the best practices for our STEM, Entrepreneur and Community Leadership, 9th grade Success Academy, and Summer BRIDGE programs. Research-based instructional practices, along with staff and leadership coaching will be provided. In an effort to maintain transparency and implement the plan with fidelity, accountability for all stakeholders occurs through collaborative evaluation and feedback based on known criteria. Yearly, JHTD must be evaluated to see if their deliverables were aligned to support the DCP@NW community and enhance student achievement. The goal is to build staff capacity to sustain the gains and have continuous student growth beyond the cessation of the grant.

PRE-IMPLEMENTAION

Date/ Frequency	Activities	Owner
August	Leadership Training (Coaches and Principals' Institute) SIG Implementation - Overview	Coaches and Leadership Team
August	Student Induction	Counselors and School-Based Leadership Team
August	Staff Planning and Induction	Counselors and School-Based Leadership Team
August – July	Professional Development <ul style="list-style-type: none"> Assessment Training Blended Learning/ Differentiated Instruction/ Smartboard/ Technology Training Leadership Culture and Climate PD 360 DN Awareness Talent Development Secondary Training Career Cruising Training 	Talent Development Secondary, office of Professional Development, Wayne RESA, Leadership Team Learning Sciences International DCP @ NW Instructional Specialists PBIS Coach DCP @ NW Leadership Team
August – June (Monthly)	Stakeholder Awareness (Parents, students, community members, and partnerships) <ul style="list-style-type: none"> Budgets Program Awareness Scheduling 	School-Based Leadership Team, Family Liaison, Governing Board

September - June	Reading/Mathematics, Teacher TEAM, , Staff PD Focus on Reading and Mathematics Goals: Instructional Leadership, Framework for Effective Instruction, Instructional Audit, Building Relationships Between Teachers and Leadership, Professional Learning Communities, Blended Learning Training	John Hopkins Diploma Now, School-Based Leadership Team, Office of Professional Development
September – June (weekly)	Observations, Classroom Walkthroughs	Leadership Team Instructional Coaches Learning Sciences
September – June (Bi-weekly)	Teachers Coaching Leadership Coaching	Instructional Specialists Learning Sciences Inc. Johns Hopkins Talent Development
September-May (Quarterly)	Instructional Learning Cycles	Instructional Staff
September – May (Weekly)	Data Dialogues	Data Coach Staff Leadership Team

Year 2-4:

Date/ Frequency	Activities	Owner
August	DN Leadership Training (Coaches and Principals' Institute)	Coaches and Leadership Team
July-August	Summer Professional Development <ul style="list-style-type: none"> • Assessment Training • Blended Learning/ Differentiated Instruction/ Smartboard/ Technology Training • Leadership • Culture and Climate • PD 360 • DN Awareness • Talent Development Secondary Training • Career Cruising Training • Carnegie 	Talent Development Secondary, office of Professional Development, Wayne RESA, Leadership Team Instructional Specialists Learning Sciences International
July-August	Stakeholder Awareness (Parents, students, community members, and partnerships) <ul style="list-style-type: none"> • Budgets • Program Awareness • Scheduling 	School-Based Leadership Team, Family Liaison, Governing Board
July-September	Reading/Mathematics, Teacher TEAM, Coaching and Leadership, Staff PD Focus on Reading and Mathematics Goals: Instructional Leadership, Framework for Effective Instruction, Instructional Audit, Building Relationships Between Teachers and Leadership,	John Hopkins Diploma Now, School-Based Leadership Team, Office of Professional Development

	Observations, Professional Learning Communities, Blended Learning Training	
August	Student Induction	Counselors and School-Based Leadership Team
August	Staff Planning and Induction	Counselors and School-Based Leadership Team
September - June (Weekly)	Early Warning Indicator (EWI) and TEAM Meetings (60 minutes every week)—TEAM Focus on Technology Integration Differentiated Instruction and Blended Learning	Talent Development Secondary
September - June	At-risk students are identified and scheduled for mentoring and tutoring sessions to address the Attendance, Behavior and Course Performance	Counselor, City Year, Teachers, Attendance Agent
September – June (Weekly)	Content Meetings (60 minutes every week)	Instructional Coaches
September - June	Analysis/Planning of PBIS and Attendance, Behavior & Course Performance Data/Incentives	All staff, City Year PBIS Coaches
September - October	Initial Observation (Informal)- PD360	Leadership Team
November	Staff PD Focus on Reading and Mathematics Goals: DPS Content Professional Development (Interdisciplinary Unit Planning)—Focus on Technology Integration and Blended Learning Training	Office of Professional Development and Wayne RESA
August-May	Career Academy Planning <ul style="list-style-type: none"> • Student Interest Inventory • Career Interest Curriculum Integration • Labor Market Analysis • Build teacher community partnerships • Researching curriculum and/or pilot career integration modules 	Leadership Team, Counselors, Family Liaison, CIS, Academy leaders
October-December	2 nd Semester Transition—Focus on Technology Integration and Blended Learning Staff PD Focus on Reading and Mathematics Goals: Literacy Strategies and Metacognition and Formative Assessment	John Hopkins Diploma Now, Office of Professional Development and Wayne RESA
November-December	Mid-Year Observation (Formal)- PD360	Leadership Team
January-March	Staff PD Focus on Reading and Mathematics Goals: Inquiry/Higher-Order Skills and Formative Assessment	Talent Development Secondary, Office of Professional Development and Wayne RESA
March	Staff PD Focus on Reading and Mathematics Goals: DPS Content Professional Development (Interdisciplinary Unit Planning)—Focus on Technology Integration and Blended Learning	Talent Development Secondary, Office of Professional Development and Wayne RESA
April/June	Staff PD Focus on Reading and Mathematics Goals: Student Assessment and Synthesis Activities	Talent Development Secondary, Office of Professional Development and Wayne RESA
April-May	Final Observation (Formal)- PD360	Leadership Team

Date/ Frequency	Activities	Owner
August	Leadership Training (Coaches and Principals' Institute)	Coaches and Leadership Team
August	Student Induction	Counselors and School-Based Leadership Team
August	Staff Planning and Induction	Counselors and School-Based Leadership Team
August-May	Professional Development <ul style="list-style-type: none"> • Assessment Training • Blended Learning/ Differentiated Instruction/ Smartboard/ Technology Advanced Training • Leadership • Culture and Climate • PBIS • Restorative Practices • PD 360 • DN Awareness 	Office of Professional Development Wayne RESA Leadership Team, Instructional Specialists Instructional Leadership Team PBIS Coach PBIS Leadership Teams
August - May	Stakeholder Awareness (Parents, students, community members, and partnerships) <ul style="list-style-type: none"> • Budgets • Program Awareness • Scheduling 	School-Based Leadership Team, Family Liaison, Governing Board
September - December	Reading/Mathematics, Teacher TEAM, Coaching and Leadership, Staff PD Focus on Reading and Mathematics Goals: Instructional Leadership, Framework for Effective Instruction, Instructional Audit, Building Relationships Between Teachers and Leadership, Observations, Professional Learning Communities, Blended Learning Training	School-Based Leadership Team, Office of Professional Development
September - June	Early Warning Indicator (EWI) and TEAM Meetings (60 minutes every week)—TEAM Focus on Technology Integration, Blended Learning and Differentiated Learning	Staff
September - June	At-risk students are identified and scheduled for mentoring and tutoring sessions to address the Attendance, Behavior and Course Performance	Counselor, City Year, Teachers, Attendance Agent
September - June	Content Meetings (60 minutes every week)	Instructional Coaches, Staff
September - June	Analysis/Planning of PBIS and Attendance, Behavior & Course Performance Data/Incentives	Staff, City Year
September - October	Initial Observation (Informal)- PD360	Principal and Deans
September - June	Staff PD Focus on Reading and Mathematics Goals: DPS Content Professional Development (Interdisciplinary Unit Planning)—	Wayne RESA, staff

	Complete Integration - Technology Integration Differentiated Instruction and Blended Learning Training Student Assessment and Synthesis Activities	
September - October September - May	Career Academy Planning <ul style="list-style-type: none"> • Student Interest Inventory • Career Interest Curriculum Integration • Labor Market Analysis • Build teacher community partnerships • Researching curriculum and/or pilot career integration modules • College Readiness 	Leadership Team, Counselors, Family Liaison, CIS, Academy leaders Counselors College Transition Advisor
October-December	2 nd Semester Transition—Complete Integration - Technology Integration Differentiated Instruction and Blended Learning Staff PD Focus on Reading and Mathematics Goals: Literacy Strategies and Metacognition and Formative Assessment	Wayne RESA Instructional Leaders Leadership Team
November-December	Mid-Year Observation (Formal)- PD360	Principal and Deans
April-May	Final Observation (Formal)- PD360	Principal and Deans

Attachment E: Annual Goals

Insert annual goals here. A template is provided for your reference.

	Current Proficiency Rate 2015-2016	Goal for 2016-2017	Goal for 2017-2018	Goal for 2018-19	Goal for 2019-20	Goal for 2020-21
Reading	7.73	23.15	30.88	38.61	46.35	54.08
Mathematics	8.50	17.00	25.50	34.00	42.50	51.00
Writing	8.50	17.00	25.50	34.00	42.50	51.00
Social Studies	8.50	17.00	25.50	34.00	42.50	51.00
Science	8.50	17.00	25.50	34.00	42.50	51.00

The Detroit Rising goals are for every school to meet:

- >90% Attendance (average daily attendance)
- >90% Graduation (graduation rate without remediation)
- >90% Acceptance into a 2- or 4-Year Institution of Higher Learning
- >21 School-Wide Average on the ACT/MME (with a .5 point increase every year)
- >2 Point Increase in NWEA School-Wide RIT Scores

The DN goals are:

- >90% Attendance (average daily attendance)
- <10% Behavior Issues (suspensions)
- >90% Passing (ELA and mathematics)

Attachment F.2:

Preliminary School Budget OPTION 1

NOTE: Preliminary budgets are for planning and review purposes only. **Initial approval** of the grant application **does not grant explicit approval to preliminary budget items**. Final approval of SIG budget items occurs in the Michigan Electronic Grants System Plus (MEGS+) and is subject to Title I rules of supplement vs. supplant, tests of allowability, and reasonable and necessary expenditures to support the approved reform model. **Inclusion of an item in the preliminary budget does not guarantee it will be approved as a line item submitted in MEGS+.**

LEAs may apply for School Improvement grants for each individual eligible school building within their jurisdiction. For the purposes of this grant, eligible school buildings are Title I eligible or Title I receiving Priority or Focus schools.

A separate budget overview is required for each building. Please use duplicate pages as necessary. The budget must cover the five-year period of the grant, with each year separate and distinct from the preceding year. Budgets that do not distinguish between the five years of the grant will be considered incomplete and will receive reduced scores accordingly.

There are two options allowed for the five-year grant period. These are detailed below:

Option 1 Overview:

- Year 1: Pre-implementation and planning not to exceed \$500,000. These activities comprise the budget for year 1.
- Years 2-4: Full implementation not to exceed \$1 million annually. Each year of implementation requires a separate budget.
- Year 5: Sustaining SIG funded reforms not to exceed \$500,000. Sustainable activities comprise the year 5 budget.

The following general guidelines must be adhered to in creating the school budget:

- External service provider expenditures should not exceed 30% of the total annual building award.
- Personnel expenditures should not exceed 30% of the total annual building award.
- Technology expenditures should not exceed 20% of the total annual building award.
- Professional development expenditures should not exceed 20% of the total annual building award.

Use the supplied template on the following page to complete the school level budget overview.

SCHOOL IMPROVEMENT GRANT PRELIMINARY BUDGET FORM

OPTION 1

Pre-implementation/planning in Year 1, full implementation in Years 2 - 4, and Sustaining Reforms in Year 5.

INSTRUCTIONS: Please complete a School Improvement Grant Preliminary Budget Overview **for EACH building**. Annual budgets are submitted in MEGS+ for final review and approval by MDE.

NOTE: Approval of the preliminary budget in the review process **does not guarantee** preliminary budget items will be **approved** in the final budget in MEGS+.

Legal Name of District Applicant Detroit Public Schools Community District

District Code: 82015

Budget Summary for: Detroit Collegiate Preparatory H.S. @ Northwestern

Building Code: 02778

5 Year School Preliminary Budget Overview

GRANT YEAR	MAXIMUM	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	OTHER EXPENDITURES	TOTAL EXPENDITURES
1	\$500,000	127,500	74,110	45,000	168,390	0	415,000
2	\$750,000	213,500	125,406	305,000	21,094	0	665,000
3	\$750,000	227,000	126,906	305,000	6,094	0	665,000
4	\$750,000	227,000	126,906	305,000	6,094	0	665,000
5	\$500,000	183,000	105,906	45,000	81,094	0	415,000
GRAND TOTAL	\$3,250,000	978,000	559,234	1,005,000	282,766	0	2,825,000

Attachment G: ASSURANCES AND CERTIFICATIONS

INSTRUCTIONS: *Please review the assurances and certification statements that are listed below.*

Signatures on the application cover sheet indicate the applicant entity has read, understand, and agrees to the assurances and certifications herein.

SPECIFIC PROGRAM ASSURANCES

The following provisions are understood by the recipients of the grants should it be awarded:

1. The LEA will use its School Improvement Grant to implement fully and effectively an intervention in priority and focus school, which the LEA commits to serve consistent with the final requirements.
2. The LEA will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority and focus school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
3. The LEA will report to the MDE the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
4. The LEA will ensure that each priority and focus school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
5. The grant award is approved and is not assignable to a third party without specific approval. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Improvement and Innovation unit of the Michigan Department of Education.
6. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
7. Payments made under the provision of this grant are subject to audit by the grantor.
8. If the recipient implements a restart model in an eligible school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
9. The recipient must monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
10. The recipient must monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LL*Disclosure Form to Report Lobbying*, in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. **OG-4929**

ASSURANCE WITH P.L. 111-117 OF THE U.S. DEPARTMENT OF EDUCATION OMNIBUS APPROPRIATION ACT OF 2010

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: "These materials were developed under a grant awarded by the Michigan Department of Education."

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C. 7905, 34 CFR PART 108.

A State or sub grantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

PARTICIPATION OF NONPUBLIC SCHOOLS

The applicant assures that private nonprofit schools have been invited to participate in planning and implementing the activities of this application.

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

The grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities

and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program or service for which they receive a grant.

CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs (Section 4141, Part A, Title IV, NCLB)

The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in Section 92` of Title 18, United States Code.)

The district has adopted, or is in the process of adopting, a policy requiring referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the agency.

AUDIT REQUIREMENTS

All grant recipients who spend \$500,000 or more in federal funds from one or more sources are required to have an audit performed in compliance with the Single Audit Act (effective July 1, 2003).

Further, the applicant hereby assures that it will direct its auditors to provide the Michigan Department of Education access to their audit work papers upon the request of the Michigan Department of Education.

ASSURANCE AGAINST TRAFFICKING IN PERSONS

The applicant assures that it adopts the requirements in the code of Federal Regulations at 2CFR 175 as a condition for this grant. You as a sub recipient under this award and your employees may not—

- I. Engage in severe forms of trafficking in persons during the period of time that the award is in effect,
- II. Procure a commercial sex act during the period of time that the award is in effect; or
- III. Use forced labor in the performance of the award or sub awards under the award,
- IV. Under this condition, the Federal awarding agency may terminate this grant without penalty for any violation of these prohibitions by the grantee, its employees or its sub recipients.

ASSURANCE REGARDING THE PROHIBITION OF TEXT MESSAGING AND EMAILING WHILE DRIVING DURING OFFICIAL FEDERAL GRANT BUSINESS

The applicant assures that it prohibits text messaging and emailing while driving during official grant business. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving.

Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

CERTIFICATION REGARDING UNIVERSAL IDENTIFIER REQUIREMENTS

The applicant or grant recipient certifies it will meet the requirement for supplying a Data Universal Numbering systems (DUNS) number. As a condition of a sub recipient of a federal grant award, you must supply a DUNS number to the MDE. No entity may receive a federal sub award without a DUNS number. The MDE will not make a sub award to an entity unless that entity has provided its DUNS number.

ASSURANCE REGARDING REPORTING SUBAWARD DATA FOR SUBRECIPIENTS

The Federal Funding Accountability and Transparency Act (FFATA) is designed to increase transparency and improve the public's access to Federal government information. To this end, FFATA requires that sub award data be reported for all new Federal grants funded at \$25,000 or more with an award date on or after October 1, 2010.

IN ADDITION:

This project/program will not supplant nor duplicate an existing School Improvement Plan. In the case of priority schools already implementing a state approve reform/redesign plan, the grant will be used to supplement, expand, or otherwise substantially increase the efforts and work of the selected reform model. Grant funds shall not be used for a reform model that has not been approved by the Michigan Department of Education.